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ABSTRACT

This book, which presents ethnographic studies of multiethnic classrooms and schools in their community context, was designed to illuminate the benefits of an anthropological approach that recognizes the centrality of culture in education. Papers are grouped under three headings: (1) Cross-Culturally Compatible Schooling; (2) Community Contexts; and (3) Constructive Classroom Contexts. Papers from group 1 are: "'Just Open the Door': Cultural Compatibility and Classroom Rapport" (C. Jordan and others); "African-American Students in Exemplary Urban High Schools: The Interaction of School Practices and Student Actions" (V. Mitchell); "Home-School Linkages: A Cross-Cultural Approach to Parent Participation" (S. F. Arvizu); and "Our Voices, Our Vision: American Indians Speak Out for Educational Excellence" (National Dialogue Project on American Indian Education). Sample papers from group 2 are: "Bilingual Education in Community Contexts: A Two-Site Comparative Research Design" (S. F. Arvizu and others); "The Context of Bilingual Education in Milwaukee: Complex Ethnic Relationships in an Urban Setting" (J. Guskin); "Bilingual Education in a Chinese Community: An Ethnography in Progress" (G. P. Guthrie); "Individual Differences in Growing Up Bilingual" (A. C. Zentella); and "Bilingualism In and Out of School: Ethnographic Perspectives on the Determination of Language 'Dominance'" (P. Pedraza and A. Pousada). Papers in group 3 include: "On Ethnographic Studies and Multicultural Education" (H. T. Trueba and P. G. Wright); "Making Contexts: The Social Construction of Lessons in Two Languages" (L. C. Moll and others); "Communicative Competence in a Bilingual Early Childhood Classroom" (D. Volk); "Theoretical and Methodological Issues in the Ethnographic Study of Teachers' Differential Treatment of Children in Bilingual Bicultural Classrooms" (A. A. Maldonado-Guzman); and "Stories of Hope in the Midst of Despair: Culturally Responsive Education for Latino Students in an Alternative High School in New York City" (M. E. Torres-Guzman).